



War in the Pacific National Historical Park

Selling the War

The War in Newsreels

Created By: Jonah Mari S. Gumataotao
School: Agueda I. Johnston Middle School
Grade Level: 6-12
Content Area: Social Studies (Resource Room)
Timeline/Length: 30-45 minutes

Key Concepts:

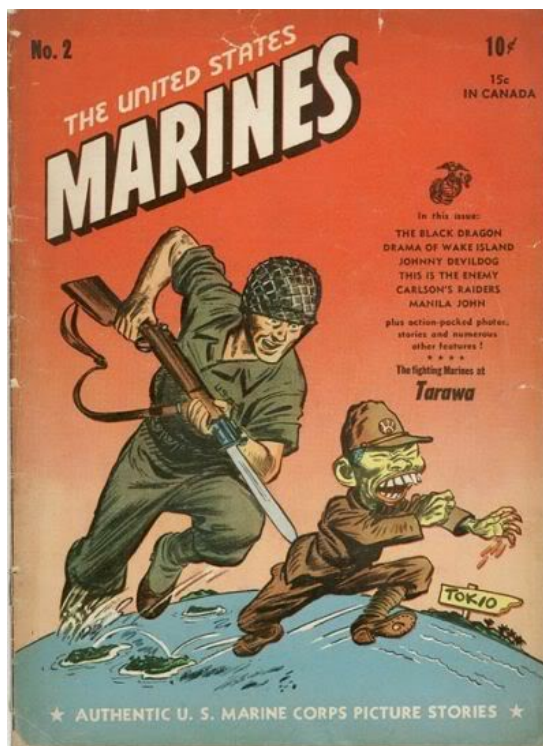
- Explore the social front of WWII Pacific Theater by becoming familiar with cartoons and war propaganda

Vocabulary:

- propaganda
- perspective

GDOE Content Standards/Performance Indicators:

- 8.2.9 Identify the major causes and effects of American involvement in the war, including the following: The impact of the war on the home front
- AG4.1 Analyze political cartoons, political advertisements, pictures, and other graphic media concerning American government and civics.



How were Japanese soldiers depicted in WWII propaganda cartoons?

Lesson Overview:

- Students will use museum interactive media and exhibits to explore the impact of cartoons and war propaganda during World War II

Lesson Objectives:

- In this lesson, students will be able to look at pictures, watch video clips and listen to audio files that show examples of WWII war propaganda.
- Students will discuss the importance of propaganda and how it influences public opinion

Textbooks/Materials/Resources:

- T. Stell Newman Visitors Center in Sumay, Guam
- Multimedia projector or printed pictures of WWII propaganda images

- (www.teacheroz.com/WWIIpropaganda.htm)
- Speakers and media clip (http://www.earthstation1.com/Tokyo_Rose.html)
- Tokens to use as extra credit incentives for participating with park rangers at the museum (optional)
- War in Newsreels Worksheet (attached)
- Create Your Own Propaganda Worksheet (attached)

Procedures:

In the Classroom:

1. Prior to the visit to the T. Stell Newman Visitor Center, the teacher will begin by asking students several questions to form a discussion. “What is **propaganda**?” Allow for several student responses, writing some of their ideas on the board. Use modern day advertisement as an example to explain that propaganda is a powerful tool for swaying public opinion.
2. Ask the second question, “Why was propaganda important during World War II?” As students respond, ask them to stop and consider how people might have felt during the time of war. Were they lonely? Discouraged? Angry? Did they need some kind of encouragement? Suggest the idea that propaganda helped encourage soldiers and civilians alike to support the war effort.
3. Use multimedia or printouts to show students some pictures of WWII comic book covers and illustrations depicting the Japanese soldiers (www.teacheroz.com/WWIIpropaganda.htm). Ask students to discuss with a partner how Japanese soldiers were portrayed. As a class, take turns comparing answers. Student responses may vary (some may say funny looking, evil, mean, etc.), but majority will say that the Japanese soldiers were portrayed in a negative way.
4. Ask students what they think the intention might be for depicting Japanese soldiers this way. Was it to encourage U.S. soldiers? To show national pride? Have them predict how American soldiers might have been portrayed by Japanese. How could the **perspectives** have varied between the two opposing sides of the war?
5. Next, play one or two clips of anti-American broadcasts by “Tokyo Rose” http://www.earthstation1.com/Tokyo_Rose.html
6. After listening, ask students to point out several sentences in the clip that would help discourage American soldiers (answers will include: mother’s cooking, food, the comfort of home, the idea of a soldier’s wife forgetting to write letters or finding a new man).
7. Close the lesson by having students complete a ½ page reflection of the lesson.

At the Museum:

1. Divide students into two groups (A and B) of approximately 10-15 members.
2. Group A will proceed to “The War in Newsreels” exhibit first, then continue to “The War in Cartoons.” Conversely, Group B will proceed to “The War in Cartoons,” then move on to “The War in Newsreels.”

3. Supervise students and encourage them to ask questions and participate with the park rangers by giving them tokens during the museum visit, each worth an amount of extra credit you decide.
4. Pass out The War in Newsreels Worksheet and Create Your Own Propoganda Worksheet. Allow students to work with a partner or ask a park ranger for help.

Assessment/Evaluation

- Pre-museum class lecture and discussion with use of multimedia
- Participation during museum visit
- Completion of The War in Newsreels Worksheet
- Completion of Create Your Own Propoganda Worksheet
- Gallery Walk

Wrap-Up/Closing Activity

- In the classroom, after the field trip to the museum, have students participate in a Gallery Walk.
- Students will tape their finished cartoons on the classroom walls. They may take turns walking around the classroom to see the cartoons.

References/Additional Resources

- T. Stell Newman Visitors Center; War in the Pacific Historical Park
- Mrs. Jaclyn Zapanta Balajadia, Education Specialist
- www.teacheroz.com/WWIIpropaganda.htm



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The War in Newsreels at the T. Stell Newman Visitor Center

1. What is propaganda? How important do you think it was to the war effort during World War II?

2. Who was Tokyo Rose? What was the purpose of her broadcasts?

3. How do you think the Anti-American radio broadcasts made the soldiers feel while they were away from home?

4. How did the media differ between two sides of the war? How were American soldiers depicted by American cartoonists? How were American soldiers depicted by their enemies?

5. Of all the cartoons that you've seen at the museum and during the class discussion, which ones stood out for you the most and why?



Create Your Own Propaganda Cartoon

Create a cartoon that will make Americans proud to be a United States soldier! Use patriotic symbols and colors. It may also help to think of these words as you draw: *bravery*, *freedom* and *loyalty*.

